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The development of ICT-competencies of the students at foreign language lessons as the basis for successful learning and cognitive activity

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Introduction

The level of any office is determined by personnel resources therefore education and vocational training of an employee are extremely important. The professionalism and activity based on the knowledge are especially important. The Russian higher education placed a big emphasis on a combination of theoretical preparation and practical one.

The graduate who has universal skills of modern technologies in a work with modern sources of information has other new style of thinking, he approaches the arisen problem and organizes his activities for its decision in a different way. In this case it is possible to speak about the formed key competences.

Competence is, first of all, the readiness to execute certain functions. Competence-based approach in education, is no other than orientation of educational process to formation of certain competences. This approach allows to coordinate the training objects set by teachers with own gains of the trainees. To facilitate the work of the teacher with the help of a gradual increase of independence and responsibility of the student in their studying. To facilitate the study for trainees not by the mechanical reduction of a

classroom activities, but by the increase of a share of self-education. Not in the theory, but in practice it is necessary to provide the unity of the process of education and educational process. All this gives the chance to prepare future graduates for a responsible performance of the professional duties.

Competence-based approach in education

Competence as the general concept is used for a long time in the modern theory and practice of a vocational education, however there is a set of views and approaches, both to the formation of models of competence, and their application in a concrete organizational practice [1].

If to consider the concept of the competence in the course of a contextual education, we can give the following definition. *Competence* is a set of the knowledge and skills which are necessary for the employee to perform the assigned functions and tasks. Also in our opinion it is necessary to add that professional competence means the fluency skills used for the solution of the arising questions in a professional activity. Thus the special attention is paid to formation of the generalized informative, esthetic and technical skills (Fig. 1).

Proceeding from the qualification characteristic based on the federal standards, we see that a graduate has to:

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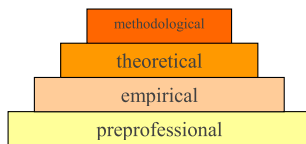


Fig. 1. Competence levels.

- know the main problems of the disciplines defining the concrete area of his professional activity, see their interrelation in the complete system of knowledge and the value in the professional activity;
- know the main processes and the phenomena occurring in the nature to understand modern scientific methods of knowledge and possibility of their application at the level which are necessary for the solution of tasks in the professional field;
- have the qualitative knowledge of the subjects included in the programs of courses of the disciplines which are the part of a cycle of the general humanitarian, social and economic disciplines in a volume of the curriculum (a foreign language, philosophy, cultural science, national history, sociology, political science, logic, physical culture, psychology and pedagogies, economy, Russian language and the standard of speech) and also in a cycle of the general mathematical and natural-science disciplines (mathematics, social and economic statistics, informatics, the concept of modern natural sciences);
- possess skills which are obtained at the seminars, practical and laboratory works, or consolidated during the educational and work practice.

The schematically model of professional competence of the employee is given in Fig. 2.

For the explanation of this scheme we will comment on the main components.

Kinds of activity:

- obtaining — an employee receives a certain professional task for performance;
- management — a specialist needs to find the ways of the solution of an objective by a search of the relevant information and the organization of prompt actions;
- integration — a specialist analyzes the advantages of the recommended solutions and the solutions he already knows to solve the task;
- assessment — a specialist makes the decision, what way of the solution of the professional task based on the recommended ways of the solution of this task and his own experience is more expedient;
- creation — a specialist submits the recommendations about the solution of an objective (or in other words, carries out an objective).

Activity components:

- cognitive — the kind of activity directed on formation and generalization of the obtained knowledge for the solution of an objective;
- technical — the kind of activity allowing to achieve a necessary degree of generality and level of automatization at the solution of an objective;
- ethical — the kind of activity allowing to allocate the main component at the solution of an objective.

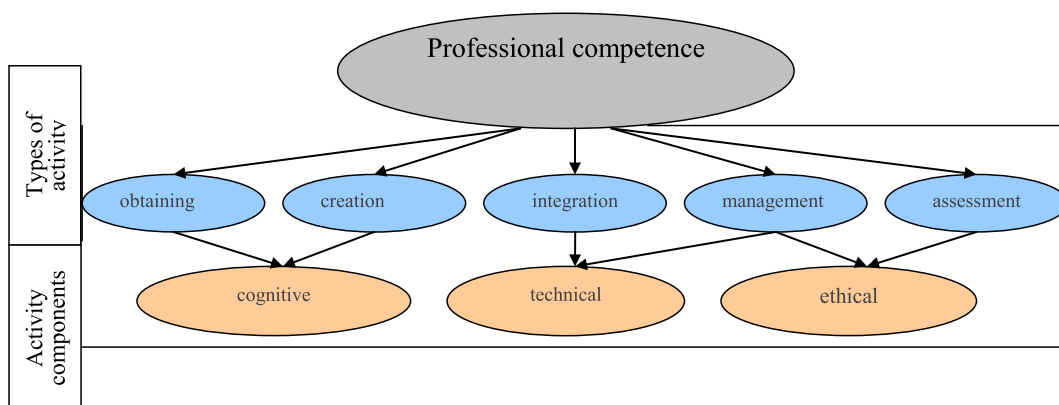


Fig. 2. Model of professional competence of the employee.

Formation of ICT competences

Requirements of modern society found reflection in Federal state educational standards of higher education of the third generation. They provide the necessity of the formation of ICT (information and communication technology) competences at the graduate of a higher education institution [2; page 38]. The formation of ICT competences begins at comprehensive school and proceeds in a higher education institution. Now, graduates of any higher education institutions have to obtain the considerable development of ICT competences. This is explained by the fact that specifics of the activity of the majority of the specialists are connected with processing of quickly changing professional information and analytical data, the use of electronic documentation and modern technologies of data interchange which implementation becomes impossible without formed ICT competences. The most significant ICT competences, according to Federal state educational standards of higher education are: possession of the main methods, ways and means of receiving, storage, processing of information, skills of work with the computer as a control facility information, ability to work with information in global computer networks; ability to use modern technical means and information technologies for the solution of communicative tasks. Actually the formation of ICT competences is possible only in the conditions of realization of the activity close to a real one.

Undoubtedly, all disciplines of information and professional cycle have to make the main contribution to formation of ICT competences of graduates, however disciplines of the humanitarian block also make the foundation for their formations, especially at the initial stage of training when readiness of students for use of ICT in the course of development of future professional activity has to be created.

In this article we will consider formation of ICT competences at foreign language lessons.

Formation of ICT competences at foreign language lessons

The purpose of studying of the discipline “Foreign language” is a formation of bases of professionally focused secondary language personality who is ready for professional cross-cultural communication and self-development in the new information and communication environment. The indicators of the level of formation of professionally focused secondary language personality are foreign-language professional

communicative competence and professional cross-cultural competence. It should be noted that the discipline is focused on formation of professionally significant knowledge, the skills which provide the achievement of the level of language competence necessary and sufficient for realization of the purposes of scientific and professional communication.

Besides ICT competences, the use of information educational technologies at lessons of a foreign language allows to form the following key competences of the graduates: the ability to improve and develop the intellectual, common cultural, moral and psychological level; the ability to show a civic stand and the responsible relation to a fulfillment of duties; the ability to apply a foreign language in the sphere of professional activity; to own the skills of cooperation with the competent authorities of the foreign states.

The listed above competences are formed not only due to learning of a foreign language, but by some other disciplines which are the part of the curriculum, so it means that they are closely interconnected and subordinated to the common educational aim.

As a rule, studying of foreign language in a system of higher education begins with the first course whereas other subjects participating in formation of key competences of the graduates are studied on the 2nd – the 5th courses. At some faculties the training on the discipline “Foreign language” is provided during the whole course of education. Therefore teachers of a foreign language face a task to interest students in studying of a subject from the first days. The idea of a modern education system consists not only of a transfer of the volume of knowledge, but of teaching to study. And standards of new an educational program help to teach to study, to master universal educational actions without which the further self-education of the personality during all his professional activity is impossible.

Now within educational process at lessons of a foreign language the following methods of training with use of ICT are applied: method of projects; method of information resource; didactic (business, role) games [3; page 56].

Training methods with use of ICT

The method of projects

The method of projects allows to involve each student in vigorous cognitive activity. One of the ways of such independent work is a training in cooperation, a work with a partner or a group. Application of ICT at

this kind of work is much more effective, than explanatory and illustrative and reproductive methods.

Method of information resource

It assumes the work of students with electronic editions (reference, popular scientific and educational books). The main advantage of this method is the opportunity for the student to process educational information repeatedly at available speed, and in a convenient time. The greatest distribution was gained by two types of work with information resources: the work at the lesson, under the leadership of the teacher and independent work for the purpose of improvement and increase of the knowledge.

The didactic games

They are held with the use of means of ICT. They can solve different educational problems. Some games help students to form and improve the skills of control and self-control. Others, which are constructed on material of the various degree of difficulties, give the chance to carry out the differentiated approach to the training of students with the different level of knowledge. The applied game reception at the lessons has to be in close connection with the used means of ICT, with a theme of the lesson, with its tasks, but it mustn't have exclusively entertaining character. The didactic game with the application of ICT is considered to be the possibility of students to check their knowledge and readiness for a real life.

It should be noted that without the corresponding textbook, methodical instructions for the teacher, work book, students' book, test materials, The Internet resources for performance of the independent work, instructions on the preparation of presentations and messages on the studied subjects, test tasks in electronic form, the developed plans of lessons, the developed scenery of round tables, didactic games and technical support (language laboratories, computer classes, the multimedia equipment) effective formation

of key skills and abilities of students at lessons of a foreign language today isn't possible.

Conclusion

As we see, today introduction of information technologies in educational process expands the possibilities of methods of training at a foreign language lessons. Computers give the chance to model the certain processes and situations, to choose from a number of possible decisions the most optimum by a certain criteria, i.e. they considerably expand the possibilities of visual teaching methods in educational process. Besides the technical and organizational aspect, we have to pay a close attention to the content of the discipline. As it was already told, the discipline "Foreign language" participates in formation not only ICT competences, but also common cultural and professional ones, therefore, the material studied at lessons has to be inseparably linked with all disciplines forming general education and professional competences to integrate a foreign language into educational content throughout the entire period of training. Here the interdisciplinary continuity is meant. There shouldn't be an isolation of the studied material in a foreign language from other disciplines participating in formation defined competences.

Thus, it is possible to conclude that the use of ICT at the lessons of a foreign language, not only forms ICT competence, but also creates a necessary condition for formation of key general education and professional competences of the students.

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